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ABSTRACT

This monograph is intended to provide guidance to state, school district, and building-level personnel, and family organizations as they strive to comply with the transition requirements of the Individuals with Disabilities Education Act (IDEA). The monograph includes: (1) a description of the importance and intent of transition services for youth as they prepare to enter the adult world; (2) an overview of the federal/state monitoring process; (3) a summary of the IDEA regulations regarding transition; (4) a process for developing Individualized Education Programs (IEPs) that include transition services; (5) a checklist for monitoring the transition requirements of the IDEA; (6) examples of IEP components; (7) commonly asked questions and answers (keyed to sections in IDEA); and (8) examples of letters to students, parents, and agencies. Also included are sample statements of needed transition services and objectives, and excerpts from the IDEA regulations. (Contains 15 references.) (DB)

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# INDIVIDUALS WITH DISABILITIES EDUCATION ACT:

# TRANSITION REQUIREMENTS

*A Guide For States, Districts, Schools, And Families*

January 1996

**Jointly developed by:**

Jane Storms
Western Regional Resource Center

Lizanne De Stefano
National Transition Network

Ed O'Leary
Mountain Plains Regional Resource Center

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This publication will be available, in part, on the WRRC's World Wide Web product pages. The WRRC Home Page address is http://interact.uoregon.edu/wrrc/wrrc.html.

Additional information regarding the transition service requirements of IDEA can be obtained by contacting your state department of education.

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# Table of Contents


| | | |
|---|---|---|
| | Acknowledgments | i |
| I. | Introduction | 1 |
| II. | Intent of the Transition Services | 3 |
| III. | Federal and State Monitoring Systems: A Brief Overview | 5 |
| IV. | Summary of the Individualized Education Program (IEP) Transition Requirements of IDEA | 7 |
| V. | A Process for Incorporating Transition into the IEP | 13 |
| VI. | A Suggested Checklist for Monitoring the Transition Requirements of IDEA | 19 |
| VII. | Sample IEPs | 23 |
| VIII. | Commonly Asked Questions and Answers | 37 |
| | • 300.18 Definition of Transition Services | 37 |
| | • 300.344 Participants in the Meeting | 37 |
| | • 300.345 Parent Participation | 39 |
| | • 300.346 Content of the IEP | 39 |
| | • 300.347 Agency Responsibilities for Transition Services | 41 |
| | • Additional Questions | 43 |
| IX. | References | 45 |
| X. | Appendices | 47 |
| | A. Sample letters | |
| | • Inviting the student | 49 |
| | • Inviting the parents/guardians | 51 |
| | • Inviting agency representatives | 53 |
| | • Follow-up letter | 55 |
| | B. Sample Statements of Needed Transition Services, Goals and Objectives | 57 |
| | C. IDEA Regulations Relating to Transition Services | 63 |

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***To all a very hearty thank you!***

# Section I
# Introduction

## Purpose

This monograph is a joint effort of staff from the Regional Resource Center network and the National Transition Network. Its purpose is to provide guidance to state, district, school personnel, and family organizations as they ensure that the transition requirements of P.L. 101-476, the Individuals with Disabilities Education Act (IDEA) are implemented appropriately for youth with disabilities. As will be explained in a later section, the transition requirements are only one focus of the special education monitoring process. The requirements, however, have only recently been included in monitoring and do not provide much detail or explanation of some aspects of the law. This monograph was written to answer questions that still exist among state and local professionals.

It has been designed to address all of the transition components in the federal requirements and to provide examples and suggest practices to meet those requirements. The monograph can be used by state agency personnel, local agency administrators, and teachers as a basis for evaluating and improving the practice of incorporating the transition service requirements of the IDEA into Individualized Education Program (IEP) planning. It should be stressed, however, that the development of this monograph was not supervised or endorsed by the Office of Special Education Programs (OSEP) or other agencies, so adherence to the practices it advocates does not ensure compliance. Furthermore, individual state policies may extend beyond federal requirements (e.g. some states require transition to be included in IEPs when the student is 14). Be sure to check with your state for additional requirements.

## The monograph includes:

- a description of the importance and intent of transition services for youth as they prepare to enter the adult world;
- an overview of the federal/state monitoring process;
- a summary of the IDEA regulations;
- a process for developing IEPs that includes transition services;
- a checklist for monitoring the transition requirements of the IDEA;
- examples of IEP components;
- commonly asked questions and answers; and
- examples of student, parent and agency invitations and follow-up letters;

The authors hope this monograph will provide assistance in the implementation and monitoring of this important aspect of the IDEA. Readers are encouraged to use the checklists, letters, and forms we have developed and to adapt them as needed. The monograph itself may be used as a classroom, district, or professional resource for monitoring or training.

We welcome your feedback! A card has been included in each monograph to solicit your comments and suggestions for improving future editions. Feedback also can be given by phone, fax or E-mail to Jane Storms, Western Regional Resource Center, 1268 University of Oregon, Eugene, OR, 97403-1268; Phone: 503-346-0354; Fax: 503-346-5639; E-mail: Jane_Storms@ccmail.uoregon.edu

# Section II
# Intent of the Transition Services

## Why Focus on Transition?

Students with disabilities need a better chance to succeed in adult life. Numerous follow-up and follow-along studies of these youth in areas such as employment, living arrangements, mobility, and leisure document that a large proportion of special education students do not go on for further training, oftentimes do not receive needed post-school supports and services, and are not as successful as adults when compared to the general population (Wagner, 1991;.Wagner, 1993; DeStefano & Wagner, 1991; Fairweather, Stearns, Wagner, 1991). These findings have led to the conclusion that in order to improve post-school outcomes of these students, education can no longer view, plan, or implement students' educational programs in isolation from the students' community living, working, continued education and social environments. The transition service requirements of IDEA recognize that education can improve the post-school outcomes of students with disabilities by doing a better job of planning and helping to prepare students and families for the challenges and complexities of the adult world.

The intent of the transition services requirements in the Individuals with Disabilities Education Act (IDEA P.L. 101-476) is to improve the quality of life of young adults with disabilities. The basic purpose of the legislation is to better prepare students with disabilities to enter the workplace, go on for further training, become as independent as possible, and contribute to society. Further, the intent is to enable students to gain access to the services that are necessary for them to accomplish the outcomes they desire and to have services in place before they leave school. The legislation speaks to focusing Individualized Education Program (IEP) development, planning, educational programs, services, and supports toward post-school outcomes. This process should promote successful movement from school to post-secondary education, training, employment, independent living, and community participation.

## Simply Put, Transition is ...

Put another way, the concept of transition is simple: First, to help students and families think about their life after high school and identify long-range goals; second, to design the high school experience to ensure that students gain the skills and connections they need to achieve those goals.

The IEP provides the process to identify the student's desired goals and outline the high school experience. Everything that students do in high school should help prepare them for their own post-school goals. In essence, the IEP becomes a blueprint for the student's future. That, in simple terms, is what transition is all about.

The transition service requirements of IDEA provide opportunities to:

- help students and families think about the future and consider what they want to do after high school;
- jointly plan for how to make the high school experience relate directly to students' dreams and desired outcomes;

- help students and families make connections to services they will need after high school; and

- increase the chance that students are successful once they exit school.

Transition service regulations, then, have to do with communication, collaboration, and coordination of plans, programs, services, supports and resources. This communication, collaboration, and coordination needs to occur among students, families, schools, agencies, and communities. Together, they make decisions as well as share responsibilities and resources. All this is based on what is needed by and in the best interest of each student.

# Section III
# Federal and State Monitoring Systems: A Brief Overview

An overview of federal and state monitoring systems is given here to provide a context for how transition fits into the broader scheme. Transition is just one small component of a larger system of monitoring procedures required by IDEA that operates at two levels:

1. Federal monitoring of states and
2. State monitoring of local districts and other agencies.

Every state receives federal special education monies through Part B of IDEA, and in turn, most of these funds "flow through" to local school districts and other state-supported programs providing special education services. As a requirement of receiving these funds, the State Education Agency (SEA) has responsibility for ensuring that all Part B requirements are carried out by these programs. This responsibility extends to every educational program for children with disabilities administered within a state, including those administered by other state agencies.

To ensure that SEAs are carrying out their responsibilities, and that policies and procedures required under Part B are implemented, the U.S. Department of Education, through its Office of Special Education Programs (OSEP), administers a comprehensive state compliance monitoring review system. The process includes the verification of policies and procedures set forth in each state's Part B Plan through periodic state site visits (historically every three to five years). Each state review includes a series of public hearings throughout the state, on-site visits to the SEA and site visits to local education agencies (LEAs) and other public agencies to verify that state and federal requirements are being properly implemented.

Each OSEP on-site monitoring visit is designed to address unique state compliance concerns identified through the State Plan review, former monitoring reports, corrective action plans, complaints, public meetings, and other information obtained before the site visit. OSEP may also target national priorities for a compliance review in each state, such as the newer requirements of IDEA, like transition. In addition to SEA site visits, selected local districts are visited, student files are reviewed, and interviews are conducted with administrators, teachers, support personnel, and parents. OSEP on-site monitoring teams are in a given state for about a week. Upon completing the on-site monitoring visit, OSEP assesses compliance by analyzing all the information obtained. A final report is then issued to the SEA that includes corrective actions the state is required to implement in order to meet federal requirements and to continue to receive Part B funds. The SEA is given 15 days to review the report and submit any clarifications or corrections. OSEP then issues a letter indicating revisions, if warranted.

In similar fashion, each state is required by IDEA to establish procedures to ensure that LEAs and other public agencies comply with both federal and state special education requirements. State procedures typically include:

1. SEA review and approval of LEA applications and
2. SEA implementation of a monitoring system to ensure local compliance with federal and state requirements.

While SEA monitoring systems vary from state to state, most include cyclical on-site reviews of LEAs and other public entities providing special education services. These visits are typically conducted by state monitoring teams who assess compliance through such methods as procedural

checklists; reviews of student files, local policies and procedures; and interviews with administrators, teachers, support personnel and others.

The SEA team typically assesses compliance to requirements related to child find and evaluation, free appropriate public education, individualized education programs (including transition requirements), placement in the least restrictive environment, due process, and procedural safeguards and confidentiality. A report of findings is typically issued, and local agencies respond with corrective action plans to address cited deficiencies. Cases of continuing non-compliance by local agencies can result in loss of state and federal special education funds.

This is a general description of the monitoring systems currently operating at both the state and local levels that address the broad range of federal and state special education requirements. This document focuses on the requirements that deal specifically with secondary transition, particularly at the district and school levels.

Section IV delineates the IDEA transition requirements. Section V offers a suggested process for incorporating transition into the IEP, and Section VI includes a checklist to determine whether the requirements are in place.

# Section IV
# Summary of the Individualized Education Program (IEP)Transition Requirements of IDEA

*Adapted from Incorporating Transition into the IEP: Manual and Resource Guide, written by Lizanne DeStefano and Deborah Winking under contract to the Illinois State Board of Education.*

This section summarizes the transition requirements of IDEA. Section VI offers a checklist to use to determine if the requirements are in place. Interpretations, suggested practices, and questions and answers follow in the next sections. The IDEA regulations relating to transition are in Appendix C.

The IEP in IDEA is defined as follows:

> *The term individualized education program means a written statement for each child with a disability developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, the teacher, the parents or guardian of such child, and, whenever appropriate, such child. (IDEA, 20. U.S.C. Chapter 33, Part B regulations issued Sept. 29, 1992).*

## IEP Requirements

Historically, five components have been mandated in every IEP:

1. student's present levels of educational performance;
2. annual goals and short-term objectives for reaching the goals;
3. the specific special education and related services to be provided and the extent of participation in regular education;
4. the projected dates for initiation of services and the anticipated duration of the services; and
5. appropriate objective criteria, evaluation procedures, and schedules for determining, at least annually, whether the short-term instructional objectives are being met.

IDEA regulations maintain these five components of the IEP and add a sixth one for students age 16 or older:

6. the IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of needed transition services . . . including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

Statements of needed transition services on a student's individualized education program (IEP), as mandated by IDEA and its accompanying regulations, have implications for many aspects of the IEP process including the definition of transition services, participation in meetings, the content of the IEP, and agency responsibilities for transition services. Each of these is considered in detail in the sections that follow.

## The Definition of Transition Services

Transition services are defined in IDEA (Section 300.18) as:

*A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must (i) be based upon the individual student's needs; (ii) take into account student's preferences and interests; and (iii) include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.*

The inclusion of a statement of needed transition services on the IEP was the first rule change associated with IEPs since the passage of P.L. 94-142 in 1975. Including statements of needed transition services and agency responsibilities as an integral part of the IEP clearly elevated the status of transition services from an elective best practice to an integrated part of the IEP. As a required part of the IEP, transition services are covered by all the procedural safeguards. Parents and students are guaranteed the right to participation and due process just as they are with all other aspects of the IEP and provision of services.

In describing the incorporation of transition services into the IEP, the federal law and regulations dictate practices in three areas: participation in meetings, the content of the IEP, and agency responsibilities and linkages.

## Participation in Meetings

Under IDEA, participation in the IEP meetings has been expanded to include participation of students age 16 or older (and when appropriate, students younger than age 16), parents, and agencies who would be involved in providing transition services. The public education agency has the primary responsibility to organize, initiate, and conduct these meetings. However, students, parents, and agency representatives are all active participants in developing, reviewing, and revising the transition components of the student's IEP.

### Students

IDEA is explicit in promoting the active participation of students in the development of their statements of needed transition services. The law states that "if a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite the student. . ." IDEA further stipulates that "if the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered." If the student does not attend the meeting, student level of commitment to the IEP is questionable. It is, therefore, important to have the student present and involved when planning for his or her future.

According to Section 300.346 of the regulations, IEPs must include a statement of needed transition services for students beginning no later than age 16 "and, at a younger age, if determined appropriate." Although the regulations do not mandate transition services for all students beginning by age 14 or younger, the provision of these services could have a significantly positive effect on the employment and independent living outcomes for many of those students in the future.

especially for students who are likely to drop out before age 16. With respect to the provision of transition services to students below age 16, the Report of the House Committee on Education and Labor on P. L. 101-476 includes the following statement:

> *Although this language leaves the final determination of when to initiate transition services for students under age 16 to the IEP process, it nevertheless makes clear that Congress expects consideration to be given to the need for transition services for some students by age 14 or younger. The Committee encourages that approach because of their concern that age 16 may be too late for many students, particularly those students at risk of dropping out of school and those with the most severe disabilities. Even for those students who stay in school until age 18, many will need more than two years of transitional services. Students with disabilities are now dropping out of school before age 16, feeling that the education system has little to offer them. Initiating services at a younger age will be critical (House Report No. 101-544, 10, 1990).*

Some states have mandated that transition services be included starting at a younger age. Check with your state about when you must begin to include transition services.

Parents

Parent notification requirements have also expanded to include a section on transition services. Parents must be notified "if the purpose of the IEP meeting is the consideration of transition services, and the notice must (a) indicate the purpose, (b) indicate that the agency will invite the student, and (c) identify any other agency that will be invited to send a representative" (Section 300.345, b.2). [Note: It is not necessary that a separate notice be provided for this purpose. Rather, it is recommended that (a), (b) and (c) be incorporated into the language of the current notice.]

Agency Representation

Under Section 300.344, the public education agency is required to invite a representative of any agency that is likely to provide or pay for transition services to the IEP meeting when transition services are being considered. If the invited agency does not send a representative, the public education agency is required to take steps to obtain their participation in the planning of any transition services. [Note: Reconvening the IEP meeting is not required, but is recommended.] Although not specified in the law, steps the public agency might take to obtain the participation of the other agency could include forwarding a copy of the IEP to the agency (with parent and student approval), arranging for a planning meeting independent of the IEP meeting, maintaining contact with the agency, making a formal referral to the agency, and encouraging parents and students to initiate contact. It should be noted that, as always, any change in the IEP requires a new IEP meeting. *A sample letter of invitation for each of these participants is included in Appendix A.*

## The Content of the IEP

At a minimum, the IEP team must address each of the following areas related to transition:

- instruction;
- community experiences;
- development of employment and other post-school adult living objectives; and,
- if appropriate to the individual needs of the student, acquisition of daily living skills and a functional vocational evaluation.

This list is not exhaustive and should be viewed as the minimum to be addressed. Some states have mandated specific transition areas. Check with your state.

If the IEP team determines that no services within a particular area are needed, then a statement to that effect and the basis upon which that decision was made must be included in the IEP.

Transition services may qualify as either special education, if it is provided as specially designed instruction, or as related services, if required to assist a student to benefit from special education. Services may be provided by the education agency, by agencies outside the school, or by a combination of both.

## Agency Responsibilities for Transition Services

In addition to inviting representatives of outside agencies to the IEP meeting when a student's transition is being discussed, IDEA states that the IEP should contain, if appropriate, a statement of each public and participating agency's responsibilities or linkages (or both) before the student leaves the school setting.

Given the complexity and long-term nature of transition, it is clear that a single entity — the family, school, adult service provider, state agency, or post-secondary institution — cannot carry the entire fiscal, programmatic, or planning responsibility. IDEA encourages the collaboration of the student, family, school and outside agencies in the planning process to increase the likelihood of a smooth transition from school to other service systems and post-school settings.

To further elaborate on the shared responsibility for transition services, Section 300.347(a) of the regulations incorporates the following provisions:

(a) If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.

(b) Nothing in this part relieves any participating agency, including the State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

The intent of this section is to ensure that the public agency responsible for the student's education will take necessary steps to see that each student with a disability receives needed transition services. In this case, a participating agency is defined as a state or local agency, other than the public agency responsible for the student's education, that is financially and legally responsible for providing transition services to the student (Section 300.340). [Note: Examples of other participating agencies could include the Department of Children and Family Services, Mental Health Centers, Centers for Independent Living, Department of Rehabilitation Services, vocational training centers, colleges, etc.] Check with your state and district for services available for your students.

While the general intent of this section seems clear, some questions remain as to procedures and definitions related to alternative strategies, time limits for reconvening the IEP team, and the responsibility of the education agency if other agencies fail to provide agreed-upon services.

## Responsibilities If The Participating Agency Does Not Provide Agreed-Upon Services

There may be times when because of unforeseen circumstances (e.g. budget cuts, change in staff, etc.), a participating agency is unable to provide an agreed-upon service. When this happens, the public education agency (typically the school) must initiate an IEP team meeting, as soon as possible, to identify alternative strategies to meet the transition objectives. No definition of "as soon as possible" is provided in IDEA. The important issue is that students not lose valuable time waiting for needed services.

While schools cannot compel other agencies to provide agreed-upon services, interagency agreements will increase the likelihood that agencies fulfill what had been agreed upon or participate in defining alternatives. Interagency agreements, whether at the state or local level, can serve a number of purposes, such as establishing information exchange procedures, eligibility criteria, funding procedures for joint programming, monitoring procedures, and establishing data reporting procedures.

## Alternative Strategies

Sometimes alternative strategies may be identified without changing the student's IEP goals. In other instances, the IEP team may decide to revise the IEP, changing goals, short-term objectives, timelines, or statements about agency responsibility. For example, if a private provider had agreed to provide supported employment services, but failed to do so because of staffing problems or long waiting lists, the IEP team may reconvene and decide to select another service provider. In this case the employment goals remain the same, but the agency responsibility changes.

The burden for providing all services, programs, or financial responsibility does not necessarily fall on the educational agency when things do not turn out as planned. By giving students and parents a means to re-engage with the planning team, this provision seeks to prevent students from "falling through the cracks" with no place to go for assistance and advocacy. Ingenuity, creativity, and a willingness to jointly seek alternative solutions are needed when initial plans or strategies fail to materialize.

# Section V
# A Process for Incorporating Transition into the IEP

*Adapted from Incorporating Transition into the IEP: Manual and Resource Guide, written by Lizanne DeStefano and Deborah Winking under contract to the Illinois State Board of Education; and Re-Conceptualizing IEPs to Include Transition Services, written by Ed O'Leary, Mountain Plains Regional Resource Center.*

The previous section presented the transition requirements of IDEA. This section provides further description and suggestions to bring the regulations to life. Section VI provides a checklist to use to ensure the requirements are in place.

The process of incorporating transition into the IEP requires that educators and families formulate and implement a plan that prepares each student with disabilities for the adult world. In the IEP planning process, schools must, for every student with a disability who is 16 years of age or older (or younger if appropriate), include a statement of needed transition services. That statement is the basis for the development of both an annual plan and a long-range post-school plan of coordinated services and activities. This coordination should occur among the student, family, school, agencies and the community.

Essentially, IDEA calls for a focus on the following:

- involving the student meaningfully in the IEP process;
- identifying desired post-school outcomes for the student;
- coordinating activities while the student is still in school that lead to the desired outcomes;
- creating linkages among students, family and community resources before the student leaves school;
- specifying who provides and pays for needed services; and
- creating alternatives when services are not provided.

A nine-step planning process that ensures transition planning that is outcome-oriented and driven by student needs, interests and preferences is described on the next page.

# A Suggested Process for Transition Planning

### Before the IEP meeting

❶ Assist students and families to determine needs, preferences, and interests related to life after high school. Teach them to actively participate in the IEP meeting. Assess student needs, preferences and interests.

❷ Formally invite the student to participate in the IEP process and meeting.

❸ Provide written notice of the IEP meeting to parents, students, and outside agencies. (Sample notices are included in Appendix A.)

❹ If the student chooses not to attend the IEP meeting, use other means to gather information about his or her needs, interests, and preferences.

❺ If an invited agency chooses not to attend the IEP meeting, use other means to ensure they participate in the planning of transition services. Document these efforts and include them in the IEP.

### During the IEP meeting

❻ Conduct the IEP meeting to actively involve the student and family. Review the student's present level of performance, needs, interests and preferences, in order to guide the development of the following:

- an outcome-oriented post-school vision statement;
- a statement of needed transition services;
- coordinated activities in instruction, community experiences, employment and other post-school living objectives needed to achieve the post-school outcomes;
- daily living skills activities and a functional vocational evaluation, if appropriate;
- annual goals and objectives for coordinated activities that are the responsibility of the school; and
- identification of who will provide and/or pay for the above.

### After the IEP meeting

❼ Provide the instruction, experiences, and services outlined in the IEP.

❽ Conduct follow-up activities to determine if the transition services are provided as planned.

❾ Reconvene the IEP team to plan alternative strategies if the transition services are not provided as planned.

In this suggested process, the IEP takes on a new and expanded perspective. It is a perspective that goes beyond one year and beyond just preparing students for graduation. The IEP becomes a "plan for adulthood." It is a plan to prepare students to work, live, and participate in their community. This plan for adulthood provides the framework to ensure that schools are preparing students for what they want to do after they leave school. In order to increase the likelihood of post-school success, this plan for adulthood needs to designate and arrange for any anticipated needed post-school services, programs and supports before the student leaves the school setting.IDEA mandates that a statement of needed transition services must be included ANNUALLY on the IEPs of students age 16 and older served in the public schools. This statement must:

- be based on the student's needs, perferences, and interests.
- include the components of transition services as defined in Section 300.18:

  *a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation as appropriate for the individual needs of each student.*

  The coordinated set of activities must include the areas of:

  -instruction;
  -community experiences;
  -employment and other post-school adult living objectives; and, if appropriate
  -daily living skills and a functional vocational evaluation.

- if appropriate, include the public agency (school) or participating agency responsible for providing and paying for the service.

## Statement of Projected Post-school Activities

Although there are no specific requirements regarding the identification of projected post-school activities, it does state that transition promotes movement towards postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. This has been interpreted to mean that a statement of needed transition services must reference the targeted post-school activities.

The statement describes what the student wants to do after high school: where the student wants to live, work, recreate, learn, and participate in their community. The statement is revisited at least annually so that, as the student matures, the outcome or vision becomes clearer and more concrete. It is individualized according to the student's preferences and interests, and it should serve as the foundation in planning a coordinated set of activities.

Since it is difficult for many young people to make realistic decisions about post-school outcomes, they must have opportunities to discover firsthand what they are good at or have an interest in. Providing opportunities and real-world experiences in areas such as employment, adult living, and recreation promotes student self-discovery, which is critical to making choices.

To write a statement of needed transition services on the IEP, be sure that it:

- specifies the work, educational, and living outcomes the student desires in adult life.

- is developed as a result of the transition planning process and reflects the student's needs, preferences, and interests.
- specifies the support needed by the student to achieve those outcomes.

See Appendix B for examples.

## What is a coordinated set of activities?

The writers of IDEA intend that the student's school program be coordinated in such a way to improve the outcomes for the student after he or she leaves school. In order to do that, everything that happens with the student should work together toward a common goal. All school activities should be internally coordinated, coordinated with the home, and in turn coordinated with community and agency resources. The point is that the activities should be viewed in the context of the whole and should focus on the student's goals for after high school.

The statement of neededtransition services must address each type of coordinated activity: *instruction; community experiences; the development of employment and other post-school adult living objectives; and, if appropriate, daily living skills and a functional vocational evaluation.*

Though IDEA does not define these terms, the intent is clear that school activities should be coordinated among the school and other agencies to ensure that students with disabilities gain the knowledge, skills and experiences they need to be successful in their adult roles. It is also critical that the services needed following high school are in place when the student graduates or exits. See Appendix B for examples. It may be helpful to describe each area as follows:

Instruction is the use of formal techniques to impart knowledge. It is typically provided in schools (e.g. general education classes, academic instruction, tutoring arrangements, etc.) However, there may be other instructional activities that could be provided by other entities or in other locations (e.g. adult basic education, 2 + 2 programming, post-secondary schools).

Community experiences are those services provided outside of the school building, in community settings, or perhaps by schools or other agencies (e.g. community-based work experiences, job site training programs, banking, shopping, transportation, community counseling, recreational services, independent living centers, adult services providers etc.).

Employment and other post-school adult living objectives are services that lead to a job or career, and important adult activities that are done occasionally, such as registering to vote, doing taxes, renting a home, accessing medical services, SSI, filing for insurance, etc. These could be provided by schools or other entities.

Daily living skills are those activities adults do every day (e.g. preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.). These could be provided by schools or other entities.

Functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes and skills. It may be gathered through situational assessments, observations, or formal measures. It should be practical. Again, these could be provided by schools or other entities.

To write a coordinated set of activities on the IEP be sure to:

- ❑ Help students and families identify their desired post-school outcomes. Many people find it useful to include a process to help students and families dream about and plan for the future. Consider areas such as post-secondary education or training, employment, living situations, community participation, transportation, health care, finances, and recreation.
- ❑ Determine present levels of performance for each of the post-school outcome areas. Focus on strengths and abilities.
- ❑ Determine the *strategies for instruction* necessary during the next 2-4 years to achieve or work toward the desired post-school outcomes. Identify and prioritize those that will be addressed during the coming year.
- ❑ Determine the *strategies for community experiences* necessary during the next 2-4 years to achieve or work toward the desired post-school outcomes. Identify and prioritize those that will be addressed during the coming year.
- ❑ Determine the *strategies for employment and other post-school adult living objectives* necessary during the next 2-4 years to achieve or work toward the desired post-school outcomes. Identify and prioritize those that will be addressed during the coming year.
- ❑ Determine the *daily living skills or functional vocational evaluation services*, as appropriate to the student, necessary during the next 2-4 years to achieve or work toward the desired post-school outcomes. Identify and prioritize those that will be addressed during the coming year.
- ❑ Determine and specify the services and linkages with individuals and agencies to provide the needed services in each area as appropriate to the student's needs and post-school outcomes. Record these linkages and responsibilities under the four areas of service above.
- ❑ Specify the agency(s) and job titles of persons providing the services. Service providers may be school personnel (including general and special educators), parents, the student, community agency personnel, and others. Specify which agency will provide and pay for each service.
- ❑ Specify the extent of each service provided and the date of initiation.
- ❑ If the IEP team determines that service is not needed in any of the four areas of service (instruction, community experiences, employment and other adult living objectives, if appropriate, daily living skills or functional vocational evaluation services), provide justifications for each area that is not addressed in the IEP. These justifications must fully explain why the student is not in need of services in each of these areas.
- ❑ Develop annual goals and short-term objectives for each activity the school will provide.

## In Summary

Identifying the desired post-school outcomes and describing the present level of performance, including the student's needs and preferences, sets the stage to specify the needed transition services. This is followed by outlining a coordinated set of activities then specifying goals and objectives for the next school year to progress toward the post-school outcomes. This process is needed to ensure that there is a direct connection between what the student wants to do after high school and what the student does during the coming school year. The annual review of the IEP should ensure regular review of the student's desired post-school outcomes and the coordinated set of activities. The remaining required components of the IEP must also be in place:

- ❑ Annual goals and short-term objectives for reaching the outcome;
- ❑ Specific special education and related services to be provided and the extent of participation in regular education;
- ❑ Projected dates for initiation of services and the anticipated duration of the services; and

- ❑ Appropriate objective criteria, evaluation procedures, and schedules for determining, at least annually, whether the short-term instructional objectives are being met.

Examples of coordinated sets of activities can be found in Appendix B. A sample IEP can be found in Section VII.

# Section VI
# A Suggested Checklist for Monitoring theTransition Requirements of IDEA

The following checklist corresponds to the specific sections of IDEA related to the transition requirements. The checklist has been designed to provide guidance at three levels:

- **Student:**

  The checklist may be used to review individual student files and IEPs. Each question should be answered "yes" for every student on an IEP who is 16 or older, or younger when appropriate.

- **District:**

  The checklist may be used by school and district staff to determine whether district policy and programs meet the requirements of the legislation. All relevant state regulations should be incorporated into an adapted version of this checklist.

- **State:**

  The checklist may be used by state staff to determine whether state policy and programs meet the requirements of the legislation. Some states may want to incorporate their own administrative codes, rules, or regulations into an adapted version of this checklist.

## Section 300.344 Participants in the meetings

*When the purpose of the meeting is the consideration of transition services:*

1. Yes No Did the public agency invite the student?

2. Yes No Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services?

3. Yes No If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were
N/A considered in the development of the IEP? (If the student attended the meeting, indicate NA.)

4. Yes No Were the efforts documented to ensure that the student's preferences and interests were considered?

In what way?

5. Yes No If an agency invited to send a representative to a meeting did not do so, did the public agency take other steps to obtain their participation
N/A in the planning of any transition services? (If the agency attended the meeting, indicate NA.)

6. Yes No Were the steps documented?

## Section 300.345 Parent participation

1. Yes No If the student is 16 or older OR if the student is younger and transition was discussed, was parent notice provided?

*Does the parent notice:*

2. Yes No indicate that one of the purposes of the meeting will be the consideration of transition services?

3. Yes No indicate that the public agency will invite the student?

4. Yes No identify (by agency, position and title) any other agency that will be invited to send a representative?

5. Yes No indicate the time and location of the meeting and who will be invited?

## Section 300.346 Content of individualized education program

*If the student is 16 or older OR if the student is younger and transition will be discussed, does the IEP include:*

1. Yes No a statement of needed transition services, including:
   - a. Yes No instruction;
   - b. Yes No community experiences;
   - c. Yes No development of employment and other post-school adult living objectives;
   - d. Yes No if appropriate, daily living skills; and
   - e. Yes No if appropriate, a functional vocational evaluation?

## Section 300.18 Definition of transition services *(Discussed in conjunction with 300.346, Content of the IEP)*

1a. Yes No Are the activities in the statement of needed transition services presented as a coordinated set of activities that promote movement from school to desired post-school activities?

1b. Yes No Does the statement of needed transition services address one or more of the following post-school activities?

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation

1c. Yes No Is the coordinated set of activities based on the individual student's needs, preferences and interests?

*Did the IEP team determine that services are **not** needed in one or more of the following areas?*

2. Yes No **• instruction**

If yes, does the IEP include **both**
- a. Yes No • a statement to that effect **and**
- b. Yes No • the basis upon which the determination was made?

3. Yes No **• community experiences**

If yes, does the IEP include **both**
- a. Yes No • a statement to that effect **and**
- b. Yes No • the basis upon which the determination was made?

4. Yes No • **development of employment and other post-school adult living objectives**

If yes, does the IEP include **both**
a. Yes No • a statement to that effect **and**
b. Yes No • the basis upon which the determination was made?

5. Yes No • **if appropriate, development of daily living skills or functional vocational evaluation services**

If yes, does the IEP include both
a. Yes No • a statement to that effect **and**
b. Yes No • the basis upon which the determination was made?

6. Yes No If appropriate, does the IEP include a statement of each public agency's and each participating agency's responsibilities and linkages before the student leaves the school setting?

7. Yes No Is the statement of needed transition services reviewed at least annually?

## Section 300.347 Agency responsibilities for transition services

1. Yes No N/A If a participating agency failed to provide agreed-upon transition services contained in the IEP, did the public agency responsible for the student's education initiate a meeting to identify alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP? (If the agency provided services, indicate NA.)

2. Yes No If yes, did this happen as soon as possible?

## Section VII
## **Sample IEPs**

The following two examples demonstrate ways to include transition in the IEP.

## SAMPLE 1

Student's Name: John S.
Birth Date: 5-9-75
Date of Meeting: 5-11-94

### Section I: Present Level of Performance

*Include information about the student's needs, interests, and preferences.*

John is 16 1/2 years old. He has indicated to his teachers an interest in working with his hands, and parents report that he enjoys building intricate models at home.

John just "gets by" in the basic level general education classes he takes at the high school, has trouble working with his teachers, and at times engages in confrontations with authority figures. He also experiences some trouble in remembering what he reads and studying for quizzes and tests.

Initial transition planning with John, his father, his current vocational teacher, his resource teacher, and his local JTPA transition specialist indicates the need for a comprehensive vocational evaluation in the form of two-week trials at various trades as part of the "Trades Survey Course" offered at the area vocational school. The vocational rehabilitation representative agrees to pay transportation and expenses for materials for the semester-long evaluation.

*Indicate where and how this information was obtained. (Check all that apply.)*

| From whom? | | How? | |
|---|---|---|---|
| X | The student | X | Interest and skill inventories |
| X | Parents or family members | X | Observation/situation assessment |
| | Peers | | Formal assessments |
| X | Professionals | | Ratings |
| | Other (please specify) | | Interviews |
| | | | Other (please specify) |

### Section II: Desired Post-School Outcome Statement

*What does this student want to do within a few years after high school in terms of integrated employment, post-secondary or continuing education, independent living, community participation, vocational training, and adult services? Based on the above information from the student, parents and significant others, and professionals, create a desired post-school outcome statement or a vision for the student after leaving school. Use one or two sentences. Be specific, and whenever possible use the student's own words. Constantly refer to this outcome statement as you develop the statement of needed transition services and the annual goals and objectives.*

I want to have a job that makes a good living in a field where I can use my strength and hands. I want to live in an apartment alone or with a friend.

## Section III: Statement of Needed Transition Services

*What types of transition services need to be written into the IEP next year in order for this student to progress toward his/her post-school outcome? Include services from other agencies as appropriate for the student's needs. If services are not needed in one or more of the areas listed below, provide an explanation, including assessment and evaluation information.*

### Service Areas

1. Instruction

Are services needed? _X_ Yes ___ No
Annual Statement of Needed Services. (Specify the agency responsible for providing and/or paying for the service.)

John will participate in the peer mediation training program and will receive 60 minutes/week of social skills instruction from the BD/LD teacher from September 1995 to June 1996. See attached for annual goals and objectives. Instruction will begin on September 5, 1994.

If no instructional services are needed, explain.

_____

_____

2. Community Experiences
Are services needed? __ Yes _X_ No
Annual Statement of Needed Services. (Specify the agency responsible for providing and/or paying for the service.)

_____

_____

If no community experience services are required, explain.

John and his family report that John participates fully in the community. He is active in community activities with his small group of friends. He often assists his father in his auto repair business.

3. Adult Living, Including Employment
Are services needed? _X_ Yes __ No
Annual Statement of Needed Services. (Specify the agency responsible for providing and/or paying for the service.)

> John will receive 2 to 3 week job trials from staff at the Area Vocational Center (AVC) during the first semester of the 1994-1995 school year. Job trials will begin on 9/5/94. Second semester vocational training will be provided based on the outcome of the job trials. JTPA will pay for tuition and transportation to the AVC.

If no adult living or employment services are required, explain.

_____

_____

4. Daily Living Skills and Functional Vocational Evaluation (complete only if appropriate)
Are services needed? _X_ Yes __ No
Annual Statement of Needed Services. (Specify the agency responsible for providing and/or paying for the service.

> John will receive 60 minutes/week of money management instruction from the BD/LD teacher from September 1995 to June 1996. See attached for annual goals and objectives.

If no daily living and functional vocational evaluation services are required, explain.

_____

_____

## Section IV: Agency Responsibility for Transition Services

If appropriate, provide a statement of each public agency's and each participating agency's responsibilities, or linkages, or both, before the student leaves the school setting.

> LEA will provide services in the area of instruction and daily living skills. The BD/LD teacher will contact the rehabilitation counselor at the Area Vocational Center to set up job trials. JTPA will pay tuition at the AVC for the 1994-1995 school year and thereafter if John continues in a trades program. JTPA will also pay for transportation.

## Section V: Participation

Did the student attend the IEP meeting? _X_ Yes __ No
If no, what steps were taken to ensure that the student's preferences and interests were considered in the development of this IEP?

_____

_____

Did the parent(s) or guardian attend the IEP meeting? _X_ Yes__ No
If no, what steps were taken to ensure their involvement?

_____

_____

Did a representative of any other agency that is likely to be responsible for providing or paying for transition services attend the meeting? If so, please list.

Yes, JTPA counselor.

If an agency invited to send a representative to a meeting did not do so, what steps were taken to obtain their participation in the planning or provision of transition services?

_____

_____

## Annual Goals and Short-Term Objectives

**Student's Name:** Claire

**Annual Goal:** Claire will earn passing grades in math, English, science and social studies with resource room support.

| Instructional Objectives | Responsible Parties | Initiation/ Duration | Evaluation Strategies |
|---|---|---|---|
| Claire will keep a record of all homework assignments and will present it to the resource teacher at the beginning of each instructional session. | resource teacher | 9/94-6/95 | Resource teacher/ student review weekly. Resource teacher monthly check-in with general ed teacher. |
| Claire will learn to take notes in regular classes by audio taping lectures and then using technology to store the lectures on disk and replay them for studying. | resource teacher | 9/94-6/95 | Resource teacher/ student review weekly. |
| Claire will prepare all homework assignments using her communication device. The resource teacher will assist her in converting these to written text to be handed in. | resource teacher | 9/94-6/95 | Resource teacher/ student review weekly. |

Note: Claire will take all tests in the resource room using her communication device. The resource teacher will assist Claire in recording her answers and converting them to written form.

## Annual Goals and Short-Term Objectives

**Student's Name:** Claire

**Annual Goal:** Claire will receive a passing grade in a studio arts course, with paraprofessional support and OT/PT accommodations.

| Instructional Objectives | Responsible Parties | Initiation/ Duration | Evaluation Strategies |
|---|---|---|---|
| Claire will work with an aide to complete the requirements for an entry level studio arts course. | aide; OT; PT | 9/94-6/95 | The aide checks with the teacher weekly to determine how Claire is progressing, plus a monthly check by OT and PT to ensure accommodations are adequate. |
| Claire will use technological accommodations developed by the OT and PT to complete the requirements of the course. | aide; OT; PT | 10/94-6/95 | |

Note: The aide will be responsible for managing the hardware and software needed for Claire to draw and print out her art work.

## Annual Goals and Short-Term Objectives

**Student's Name:** Claire

**Annual Goal:** Claire will demonstrate good work habits as a volunteer at a local museum for two semesters.

| Instructional Objectives | Responsible Parties | Initiation/ Duration | Evaluation Strategies |
|---|---|---|---|
| Claire will complete assigned volunteer duties with the assistance of an aide and demonstrate good work habits during her weekly two-hour volunteer work. | aide | 9/94-5/95 | Using teacher developed work habit checklists, receive satisfactory or above scores from 1) museum supervision (bi-weekly) and 2) self (weekly). |

## Annual Goals and Short-Term Objectives

**Student's Name:** Claire

**Annual Goal:** Claire will explore potential job and recreational opportunities using the most appropriate art-related software.

| Instructional Objectives | Responsible Parties | Initiation/ Duration | Evaluation Strategies |
|---|---|---|---|
| Claire will work with her art teacher, OT/PT, district technology specialists and VR counselor to identify several types of art-related software that are appropriate for her interests and abilities. | art teacher, PT/OT, technology specialist | 9/94-12/94 | Identify modifications and adaptations needed for Claire to optimize her use of graphic design software. |
| Claire will create hard copies using graphic design software. | | 12/94-5/95 | |

## SAMPLE 2

Name: Tom Date: 5/10/95 School: Central High School Age/DOB: 15 years of age/11/9/79
Student in need of special education: yes Student in need of special education with related services: yes Soc. Sec. #: 666-777-8888
Grade Level: 9 Initial IEP ___ Review IEP √ Parent Notification √ Student Invitation √ Other Agency Invitation √

Post School Outcomes (Long-Range Goals)

Employment: Park Ranger
Residential: Live in own apartment or at home
Community Participation: Outdoor activities with friends
Leisure Recreation: Hunting and fishing

Present Level of Educational Performance (PLEP)

Tom is a ninth grade student with an emotional disability. He has many hobbies and enjoys being outdoors. He likes to hunt and fish with his family. He enjoys swimming and snowmobiling. On an interest test, Tom shows a high interest in biological science, physical science and outdoors. His finger dexterity and manual dexterity skills are high average. Tom has not had any paid jobs. He does not plan on going to college but would be interested in becoming a park ranger. He has basic skills in using money, purchasing, simple cooking and cleaning. He does not have skills in budgeting, money management, banking, meal planning, maintaining a home or doing laundry. He receives special education in a resource room program one hour per day and has services from the school social worker two hours per month. Tom has average intelligence with a Verbal IQ of 94, Performance IQ of 89, and Full Scale IQ of 98. Tom's Broad Reading score is 6.6, with a Letter-Word Identification of 5.4 and a Passage Comprehension score of 7.6. His Broad Mathematics score is 6.8, with a Calculations score of 5.2 and an Applied Problem score of 8.7. Tom's Dictation score is 2.6. Tom cries easily, is anxious, complains frequently, projects blame onto others and does not have many friends.

Statement of Needed Transition Services and Coordinated Activities

| Transition Services | Activities | Agency/Responsibilities | Who will provide and/or pay |
|---|---|---|---|
| Instruction: needed in biology, business, money management, gun safety, and vocational skills.<br><br>Services are not needed because: | 1. Enroll in biology with supports.<br>2. Enroll in courses at high school in basic business or money management and independent living.<br>3. Enroll in gun safety, hunting and fishing courses at Izaak Walton League.<br>4. Possible dual enrollment with vocational technical school. | 1. School. (see goals and objectives)<br>2. School.<br>3. Tom and parents will contact the Izaak Walton League and enroll in courses.<br>4. School will contact vocational technical school about possible courses and dual enrollment. | 1. School will provide and pay for cost of biology course and supports. |

| | | | |
|---|---|---|---|
| Community Experiences: needed to explore community resources.<br><br>Services are not needed because: | 1. Schedule visits with community service agencies.<br>2. Schedule visit to the post-secondary Vocational Technical School. | 1. School will provide Tom and his family with a listing of community service agencies. Tom and his family will be responsible for scheduling and visiting agencies.<br>2. Tom and his family will be responsible for scheduling and visiting the Vocational Technical School. | 1. Visits scheduled and conducted through the school will be provided by the school.<br>2. Tom and his family will be responsible for providing all costs for visits to agencies they schedule and the visit to the Vocational Technical School. |
| Employment: needed to explore potential jobs and training.<br><br>Services are not needed because: | 1. Placement in the Experience Based Career Education career exploration program.<br>2. Placement in Work Study and/or vocational education.<br>3. Employment through Summer Youth JTPA program.<br>4. Vocational and post-school employment counseling. | 1. School. (see goals and objectives)<br>2. School.<br>3. JTPA.<br>4. Vocational Rehabilitation. | 1. & 2. School will provide and pay for the career exploration, Work Study and/or vocational education program.<br>3. JTPA will provide and pay for all costs associated with the Summer Youth Employment program.<br>4. Vocational Rehabilitation will provide and pay for the vocational and post-school employment counseling. |
| Adult Living: needed in several areas.<br><br>Services are not needed because: | 1. Meet with the school Social Worker and Resource Teacher regarding behavior, social skills, and building friendships.<br>2. Group counseling on anger management and conflict resolution.<br>3. Banking, money management skill development.<br>4. Cooking and home management skill development.<br>5. Work toward obtaining driver's license. | 1. School. (see goals and objectives)<br>2. School.<br>3. Consumer Credit Counseling or local bank.<br>4. Independent Living Center.<br>5. School and family. | 1. & 2. School will provide counseling and support through the school Social Worker, Resource Teacher and counseling department.<br>3. Family will contact Consumer Credit Counseling to determine assistance they can provide. Costs and who will pay will be determined.<br>5. The school will offer driver's education during the summer. The student or parents are responsible for paying for driver's education. |

| | | | |
|---|---|---|---|
| Daily Living Skills: (if appropriate) | | | |
| Functional Vocational Evaluation: (if appropriate) | 1. Formal and informal vocational assessment. | 1. School. | 1. The school will provide and pay for the vocational assessments. |

**Other Documentation for Transition Services.**

Documentation of the student's preferences and interests in the development of the IEP (Describe): *Tom attended his IEP meeting and expressed his post-school goals. Additionally, Tom was given several interest inventories during April 1995 to help in beginning to identify employment preferences and interests. The teacher met with Tom to complete questionnaires regarding his post-school interests and preferences in the areas of employment, residential living, community participation, and leisure recreation.*

Documentation of other agency(s) participation in planning (Describe): *Vocational Rehabilitation and JTPA representatives were present at the IEP meeting and involved in planning. Representatives from Consumer Credit Counseling, the Independent Living Center, and the Vocational Technical School were not in attendance when these activities were discussed at the IEP meeting. They will be contacted to discuss their involvement in planning transition services for Tom and invited to attend the next meeting if they will be providing services.*

If any agency fails to provide agreed-upon services in the activities/strategies, a meeting must be held as soon as possible to identify alternative strategies and if necessary revise the IEP. IEP reconvened date: _____

## Annual Goals

| Annual Goals **<br><br>Address all activities in the Statement of Needed Transition Services that are the responsibility of special education. | | Initiation | Completion | Review Date |
|---|---|---|---|---|
| Instruction: | *Tom will earn passing grades in biology and basic business.* | 9/5/95 | | 5/1/96 |
| Community Experiences: | *Tom will become familiar with local and regional community service agencies.* | 9/5/95 | | 5/1/96 |
| Employment: | *Tom will enroll in the Experienced Based Career Education (EBCE) program to explore two occupational areas.* | 9/5/95 | | 5/1/96 |
| Adult Living: | *Tom will resolve conflicts in an appropriate manner and begin to take responsibility for his actions.* | 9/5/95 | | 5/1/96 |
| If Appropriate: | | | | |
| Daily Living: | *NA* | | | |
| Functional Vocation Evaluation: | | | | |

** Note: Not all annual goals that are the responsibility of special education are included in this example. Your IEP will need to include all annual goals that correspond to the activities from the Statement of Needed Transition Services that are the responsibility of special education.

## Short-Term Objectives ***

Student Name: Tom
Annual Goal: Employment: Tom will enroll in the Experienced Based Career Education (EBCE) program to explore two occupational areas.

| Instructional Objectives | Responsible Parties | Initiation/ Duration | Evaluation Strategies |
|---|---|---|---|
| *Given the EBCE assessment inventory for determining career interests and discussion with the Resource Teacher and Work Study Coordinator, Tom will choose two occupational areas to explore during the 1995-1996 school year.* | *Resource Teacher, Work Study Coordinator* | *9/95-6/96* | *Monthly teacher and student conference to determine satisfaction with progress.* |
| *Tom will satisfactorily complete weekly EBCE Activity Sheet assignments.* | *Resource Teacher, Work Study Coordinator, Tom* | *9/95-6/96* | *Teacher review; passing grades or above on weekly assignments.* |

*** **Note:** These are a few examples for one annual goal. Short-Term Objectives need to be written for each annual goal.

* **Note:** This IEP prototype **does not** include all of the requirements for an IEP. The prototype is designed to provide an example of how the information can be presented and how the transition services requirements could **fit into** an IEP format.

# Section VIII
# Commonly Asked Questions and Answers

*Note: numbers in parentheses( ) following each question refers the reader to the actual section in IDEA.*

## Section 300.18: Definition of Transition Services

1. *Must the IEP identify a desired post-school outcome, and, if so, how should this be expressed? (300.18, a)*

   Yes. A statement of needed transition services must be designed within an outcome-oriented process, and therefore desired post-school outcome(s) must be identified on the IEP. It may be expressed as a long-range desired post-school outcome or summarized as part of the information that documents the student's interests and preferences.

2. *What are examples of post-school activities? (300.18, a)*

   Post-school activities describe what the student wants to do after high school: where the student wants to live, work, recreate, continue to learn, and participate in his or her community.

3. *What are the requirements regarding consideration of the student's "preferences and interests" when developing the transition services for the IEP? How are the student's preferences and interests determined? (300.18, b.1)*

   The student must have opportunity to indicate his or her preferences and interests during the IEP meeting when transition services are being considered. If the student doesn't attend the IEP meeting when transition services are discussed, the district must ensure that the student's interests and preferences are considered during the development of the statement of needed transition services. To accomplish this, the school district may use checklists and other relevant self assessments including personal interviews and situational assessments. Family members and peers could also provide information to assist in determining a student's preferences and interests.

4. *Must each activity area be addressed at each annual review? (300.18, b.2)*

   Yes. Instruction, community experiences, employment and other post-school adult living objectives, and, if appropriate, daily living skills and functional vocational evaluation must be addressed at each annual review.

## Section 300.344: Participants in the Meeting

1. *Who must be included on the IEP team when transition services are to be included in the IEP? (300.344, c)*

   As is true for all IEP meetings, participants must include the district representative, the teacher and the parent, and, when appropriate, other teachers or individuals. In addition, IDEA regulations require that when an IEP meeting includes the consideration of transition services for a student, the school district shall invite: (1) the student; and (2) a representative of any other agency that is likely to provide or pay for transition services.

2. *What are the school district's responsibilities for inviting students to IEP meetings that address transition services? (300.344, c.1 i)*

School districts are responsible for inviting students to their own IEP meetings. The invitation may be included in the parents' notification of the IEP meeting or it may be separate. Documentation of the student's invitation should be maintained in the student's record.

3. *Are there any circumstances under which a student would not be invited? (300.344, c.1 i)*

No. The rule clearly states that if a purpose of the meeting is to consider transition services for a student, the school district shall invite the student to attend the IEP meeting.

4. *What form should the invitation to the student take, and how does it compare to the regulations for parental notice — e.g., in writing, provided 10 days in advance, etc.? (300.344, c.1 i)*

There is no prescribed form for the student invitation; however, school districts must be able to demonstrate that a student was invited to attend the meeting. The invitation may be oral or written. Be sure to keep a copy of the letter or teacher notes indicating a verbal invitation. Written correspondence should be in a language the student and family can understand.

5. *If a student does not attend the IEP meeting, what steps should the district take to ensure that the student's preferences and interests are considered? (300.344, c.3)*

If a student does not plan to attend the meeting, the school district may consider the following methods for obtaining student input prior to the meeting: student conferences and inventories, family conferences and inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from peers and other personnel who know the student. It is critical that the student's interests and preferences are considered during development of the statement of needed transition services.

6. *Which agencies should be invited to send representatives to IEP meetings that will address transition services, and how should invitations be documented? (300.344, c. i & ii & 300.344, c.2)*

School district personnel will have to rely on their best professional judgment and knowledge of adult agencies to determine which agencies to invite to the first meeting in which transition services are addressed. Copies of correspondence with invited agencies should be included in the student's records to document the invitation.

7. *What are participating agencies? (300.344)*

Relevant agencies could include Vocational Rehabilitation centers, Developmental Disabilities and Regional Providers, Job Training Partnership Act providers, community colleges, colleges and universities, and any other agency determined appropriate to provide of transition services for a student with a disability.

8. *May services of another agency be specified on an IEP when that agency's representative is not present at the IEP meeting? (300.344, c.3 & 346, b.2)*

Yes, but it is recommended that steps be taken to obtain their participation in the planning of transition services prior to the IEP meeting if a representative is not expected to attend. School districts may involve agencies through direct participation or other methods such as conference, telephone contact, or correspondence. If there is no commitment and the agency is unable to provide the service, the school district must reconvene the IEP team to consider alternative strategies.

9. *What is the district's responsibility if the parents do not want the student invited to the IEP meeting? (300.344, c)*

IDEA requires that the school district invite the student to participate in the IEP meeting if it will be addressing transition services for the student. If the student is 16 or older, transition services will always be considered. Further, if the student does not attend (for whatever reason), the public agency shall take steps to ensure that the student's preferences and interests are considered in the planning of any transition services.

## Section 300.345: Parent Participation

1. *May IEP meetings that address transition services be conducted if parents are not in attendance? (300.345, d)*

Yes. The IEP meeting may be conducted without the parent(s) in attendance if the school district is unable to obtain the attendance of the parents. The school district must have a record of its attempts to arrange a mutually agreed upon time and place. If the parents cannot attend, steps shall be taken to ensure parent participation. Parent input on the IEP, including transition services, may be provided through face-to-face or telephone conferences, written correspondence, or other preplanning activities.

2. *Must parents be notified that the student and agency representatives are invited to attend the IEP meeting? (300.345, a.2 ii & iii)*

Yes. The notice to parents must indicate that a purpose of the meeting is to consider transition services and that the student and representatives from other agencies will be invited.

## Section 300.346: Content of the IEP

*Note: Not all transition services need to be written as annual goals and objectives.*

1. *What must the IEP contain? (300.346)*

According to regulations published in the September 29, 1992 Federal Register, components of IEPs for students with disabilities that were required previously are still in effect. However, these components have been expanded for all students 16 years of age or older, or younger when appropriate. Below is a listing of requirements for all IEPs and the transition requirements:

Every IEP must include:

- the student's present levels of educational performance
- annual goals
- short-term instructional objectives
- the specific special education and related services to be provided
- the extent of participation in regular education educational programs
- projected dates for initiation of services and the anticipated duration of the services
- appropriate objective criteria, evaluation procedures, and schedules for determining whether the short-term instructional objectives are being met.

IEPs for students 16 years of age or older, or younger when appropriate, must include:

- a statement of needed transition services
- if appropriate, each public agency's and each participating agency's responsibilities and/or linkages, or both, before the student leaves the school setting.

"Transition Services" means "a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including:

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation.

The coordinated set of activities must include:

- instruction
- community experiences
- development of employment and other post-school adult living objectives, and
- if appropriate, acquisition of daily living skills and functional vocational evaluation.

2. *Must the IEP specify the amount of services provided by other agencies or may it just list the services? (300.346, b.4)*

The amount of services to be provided must be stated in the IEP, so that the level of the other agency's commitment of resources will be clear to parents, students, and other IEP team members. The amount of time to be committed to each of the various services to be provided must be: (1) appropriate to that specific service; and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP.

Changes in the amount of services listed in the IEP cannot be made without holding another IEP meeting. However, as long as there is no change in the overall amount, some adjustments in scheduling the services should be possible (based on the professional judgment of the service provider) without holding another IEP meeting.

3. *Which students must have transition services addressed on their IEP and at what age must they be addressed? (300.346, b.1)*

The IEP for <u>each</u> student with a disability, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of needed transition services.

4. *When should a statement of needed transition services be included in an IEP for students younger than age 16? Who decides when services are needed earlier? (300.346, b.1)*

Transition services should be addressed for a student younger than 16 if the needs of the student will require extensive transition planning or if the student is at risk of dropping out of school before age 16. The IEP team will make the determination that services are needed for a student who is younger than 16. Transition services should be addressed for a student who will turn 16 before the next annual review.

5. *May school districts develop transition plans separate from the IEP? (300.346, b.1)*

   No. IDEA does not recognize a separate transition plan apart from the IEP. A statement of needed transition services must be specified in the IEP. However, additional planning meetings may precede the discussion of transition services at the IEP meeting.

6. *If it is determined that a student does not need transition services in one or more areas, should that be documented on the IEP? (300.346, b.2)*

   Yes. If the IEP team determines that services are not needed in one or more of the three activity areas specified (instruction, community experiences, employment and other post-school adult living objectives and if appropriate, daily living skills and functional vocational evaluation services), the IEP must include a statement to that effect and the basis upon which the determination was made.

7. *What should the final IEP for a student with a disability include? (300.346)*

   The last IEP developed before the student is expected to leave school must contain the goals and objectives that are appropriate for the one-year period of time during which the IEP is in effect. All needed interagency responsibilities or linkages should be included.

8. *Once a student is no longer the responsibility of the school, who is responsible for providing transition services? (300.346, b.1)*

   Designation of other participating agency's responsibilities or linkages or both for providing services should be clearly stated in the IEP before the student leaves the school setting.

## Section 300.347: Agency Responsibilities for Transition Services

1. *Who is responsible for planning and coordinating transition services? (300.347)*

   The school district is responsible for ensuring that students with disabilities have an appropriate education available to them. This includes planning and coordination of transition services for students through the development of an IEP. Responsibilities for providing transition services may be assigned to different participants (school personnel, agency representatives, parents, the student) at the IEP meeting, but the school district has overall responsibility for determining whether or not the services have been provided. Each school district must develop its own set of procedures for accomplishing this task.

2. *What is the district's responsibility for ensuring that an agency is providing the services agreed upon in the IEP? (300.347, a)*

   The school district of residence remains responsible for ensuring that the student receives a free appropriate public education. Therefore, the district is responsible for ensuring that an agency is providing the services agreed upon in the IEP. Districts may do this in a number of ways. For example, districts may hold regularly scheduled meetings between the participating agency and the district, develop interagency agreements, communicate with the participating agency through written progress reports, or the district may make other agreed-upon arrangements that ensure the necessary communication between the district and the participating agency.

3. *How will a school district verify or know when services are not being provided? (300.347, a)*

Verification of services may be obtained from the parent, the student, or the representative of the agency responsible for providing for or paying for the service. Another opportunity for monitoring service provision may occur during the annual IEP review.

4. *Who is responsible for reconvening the IEP meeting when transition services are not being provided as promised? (300.347, a)*

The public agency responsible for the student's education is responsible for reconvening the IEP meeting as soon as possible when a participating agency fails to provide agreed-upon services.

5. *What are the timelines for reconvening an IEP meeting when agreed-upon agency services are not provided? (300.347, a)*

The regulation requires the public agency responsible for the student's education to initiate a meeting "as soon as possible" for the purpose of identifying alternative strategies when a participating agency fails to provide agreed-upon services. No specific timelines are stated in the regulation. However, if the IEP is not being followed, a family may file a complaint.

6. *Are school districts responsible for providing the services listed on the IEP that an agency has agreed to provide but failed to do so prior to graduation? (300.347, a & b)*

The public agency responsible for the student's education is responsible for identifying alternative strategies for services not provided to a student prior to graduation. Another IEP meeting must be held as soon as possible for the purpose of identifying alternative strategies to meet the student's transition services needs and, if necessary, revising the student's IEP. One of the possible alternative strategies might be for the school district itself to provide the needed service. Schools should not, however, automatically bear the cost of transition services which according to the IEP would have been born by another agency. As stated in the regulation, nothing relieves any participating agency (including a vocational rehabilitation agency) of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of the agency.

7. *What alternative strategies can be developed if an agency fails to provide the agreed-upon transition services? (300.347, a)*

Alternative strategies could include referral to another agency, identification of another possible funding source, or identification of some alternative ways to provide the same or similar service. The IEP team may, if necessary, revise the student's IEP.

9. *What are the procedures for changing transition services on the IEP? (300.347, a)*

The procedures for changing transition services are the same as are used in changing any part of the IEP.

## Additional questions with no direct reference in IDEA

1. *What should an IEP team do if a student or his/her parents refuse transition services?*

   If a documented need for transition services exists, every attempt should be made to encourage the student and family to avail themselves of these services. The student's or family's refusal of services should be documented on the IEP. Family values and priorities do influence future goals and needs for services and should be respected. The district may need to provide notice and proceed with the services.

2. *Should needed transition services be identified when the services cannot be provided or are not available?*

   Yes. Needed transition services must be identified on the IEP based on the individual student's needs, preferences and interests. The IEP committee should identify a student's transition strengths and needs regardless of known or unknown service providers. The team should brainstorm strategies to meet the identified needs.

3. *Are other agencies mandated to participate in the IEP process for students in need of transition services?*

   No. Other agencies may agree to participate in planning for transition services, but the school district does not have the authority to compel representatives of participating agencies to attend IEP meetings.

4. *Following the student's graduation, are school districts responsible for providing the services listed on the IEP that another agency agreed to but failed to provide?*

   No. Unless stated specifically in SEA or LEA policy, school districts are not required to provide programs and services beyond graduation. Part B of the Act neither requires nor prohibits the provision of services to a student after the student has completed the state's graduation requirements. It is at the discretion of the SEA or LEA to determine whether programs and services are provided beyond graduation if the student is still within the eligible age range for a free appropriate education.

5. *Do the transition requirements extend to students protected under Section 504, but not served under IDEA?*

   No. Students protected under Section 504 are not required to have an IEP. However, students who previously were 504 eligible may now qualify under IDEA. If they need specially designed instruction in transition services, they may qualify for IDEA and have only transition services on the IEP.

6. *How do you resolve differences between parent and student on post-school outcomes?*

   Ultimately, the student's life goals are the ones being developed and should be given greater weight in the planning process. However, attempts should be made to achieve consensus through exploratory experiences and further discussions.

7. *Who decides what is actually written in the statement of needed transition services? Who has the final decision?*

   The student, family, school, and appropriate agencies must decide together what the content will be. A successful transition depends on all parties working cooperatively to develop and implement the programs, services, and activities in the IEP.

# Section IX
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## Section X
## APPENDICES

Appendix A: Sample Letters
Appendix B: Sample Statements
Appendix C: IDEA Regulations

# APPENDIX A

## Sample Letters

# Sample Letter Inviting the Student

*(print on school letterhead)*

(Date)

Dear _____:
(student name)

You are invited to attend a meeting to develop your Individualized Education Program (IEP) for next year. Part of the purpose of this meeting will be to consider transition services. The IEP will be written to help you reach your personal goals of what you want to do after school. In the IEP, we will include how you, your family, the school, and other agencies can work together to help you reach your goals.

At this meeting, you and your family will have a chance to:

- share your preferences, needs and interests
- discuss your post-school goals (like where you would like to work, live, continue your education after high school, and other questions about your future)

Then, together with other members at the IEP meeting, we will all:

- discuss your strengths and areas for growth
- develop a plan for the coming year
- outline the school's and other agencies' roles and responsibilities to help you prepare for adult life.

Because this meeting is about **what you want to do**, it is very important that you attend. The meeting will be held on _____ at _____ at _____.
(date) (time)

_____.
(location)

Because we will be discussing the possibility of your benefiting from various services, we have invited the following people to this meeting as well:

name_____ agency/position_____
name_____ agency/position_____
name_____ agency/position_____
name_____ agency/position_____

Please let me know if there are other people you would like to invite to your IEP meeting (for example your employer, neighbor, friend). A letter is being sent to your parents inviting them to attend.

If you have any questions about this letter or the meeting, please give me a call or stop by my office. My phone number is _____.

**Please return the attached response slip by _____.**
**(date)**

Sincerely,

(name)
(job title)

*(Sample Student Letter, Cont'd)*

• • • • • • • • • • • • • • • • • • • • • • • • Cut Here • • • • • • • • • • • • • • • • • •

***Please return in the enclosed self-addressed stamped envelope by*** _____ (date).

**Student Notice for IEP Meeting**

_____ Yes, I will be able to attend the meeting on _____ (date) at _____ (time).

_____ Yes, I would like to attend a meeting, but please contact me to reschedule for a different date or time.

_____ No, I won't be able to attend the meeting. Please contact me for my needs, interests and preferences.

_____ Date

_____ Student's Signature

Telephone number where I can be contacted: _____ evenings _____ days

62

# Sample Letter Inviting Parents/Guardians

*(Print on school letterhead)*

(date)

Dear _____:
(parent name)

You are invited to attend a meeting to develop your son/daughter's Individualized Education Program (IEP) for next year. Part of the purpose of this meeting will be to consider transition services. The IEP will be written to help your son/daughter reach his/her personal goals of what he/she wants to do after school. In the IEP, we will include how the student, your family, the school, and other agencies can work together to help reach the goals.

At this meeting, the student and the family will have a chance to:

- share the student's preferences, needs and interests
- discuss the student's post-school goals (like where he/she would like to work, live, continue his/her education after high school, and other questions about his/her future)

Then, together with other members at the IEP meeting, we will all:

- discuss the student's strengths and areas for growth
- develop a plan for the coming year
- outline the school's and other agencies' roles and responsibilities to help the student prepare for adult life

Because this meeting is about your child's future, it is very important that you both attend. The meeting will be held on _____ at _____ at _____
(date) (time)

_____.
(location)

Because we will be discussing the possibility of your student benefiting from various services, we have invited the following people to this meeting as well:

name_____ agency/position_____
name_____ agency/position_____
name_____ agency/position_____
name_____ agency/position_____

Please let me know if there are other people you would like to invite to your son/daughter's IEP meeting (for example an employer, neighbor, friend). A letter is being sent to your son/daughter inviting them to attend.

If you have any questions about this letter or the meeting, please give me a call or stop by my office. My telephone number is _____. **Please return the attached response slip by** _____.

**(date)**

Sincerely,

(name)
(job title)

• • • • • • • • • • • • • • • • • • • • • • • • **Cut Here** • • • • • • • • • • • • • • • • • • •

***please return in the enclosed self addressed stamped envelope by (date)***

**Parent Notice for IEP Meeting**

_____ Yes, I will be able to attend the meeting on _____ (date) at _____ (time)

_____ Yes, I would like to attend a meeting, but please contact me to reschedule for a different date or time.

_____ Date

_____ Parent(s)/Guardian Signature

Telephone number where I can be contacted: _____ evenings _____ days

# Sample Notice to Agency Representatives

_____
(date)

_____
(name)

_____
(address)

_____

Dear _____:

As we discussed in our earlier phone conversation, an IEP meeting has been scheduled for:

*Student:

Time:

Place:

Your assistance in identifying and planning needed transition services is important. At this meeting we will also be identifying which agencies will be responsible for providing and paying for the transition services. Your involvement is greatly appreciated, and we look forward to your attendance and participation in this meeting.

Some particular strengths and needs of this student's transition are:

Please call _____ if you have any questions. Thanks for your time.

Sincerely,

*Note: *Parent or student (if 18 years of age or older) permission must be obtained to release student's name or other information.*

# Follow-up Letter

*(This letter is to be sent to remind individuals and agencies of their agreed-upon responsibilities.)*
*Be sure to adapt it for individual agencies.*

(Date)

(Name)
(Address)

Dear _____:

At the following student's transition planning meeting it was decided that you/your agency is responsible for providing and/or paying for the following transition services according to the indicated timeline. We will contact you/your agency/the student/the parents to see that services have been provided as agreed by _____.
(date)

If you have any questions or encounter any problems, please contact _____ at _____.
(name) (telephone number)

Student Name: _____

Type of transition services to be provided: _____

Starting and ending dates for services: _____

Name of service provider: _____

Name of agency responsible for paying for services: _____

Sincerely,

# APPENDIX B

## Sample Statements

# Examples of Statements of Needed Transition Services (USBE/SER IV.E. p. 71)

Jason. Jason needs to improve his academic and self-advocacy skills in preparation for community college or Applied Technology Center (ATC). He needs job experiences to help confirm his career choice, job seeking and retention skills, and a vocational evaluation. He also needs paycheck math skills. Jason needs skills for apartment and independent living including budgeting, meal planning, preparation, and food management; and skills to do his own laundry. He knows his community; however, he could benefit from becoming more aware of recreation options and needs to learn about adult services agencies and the services they provide. In the area of social and relationship skills, Jason needs dating, co-worker, and interpersonal skills.

David. In the area of instruction, David needs information on planning for getting into the Applied Technology Center in 1995. Part of this will require exploring the vocational opportunities that the Center offers. He needs continued support in his academic and applied technology education classes with peer tutoring and extended time for tests. In the planning area of employment, David needs continued access to a school faculty member for guidance on problems related to his part-time job. In the are of community participation, David and his family agree that his skill levels in money management and driving need to be addressed. David wants to improve his relationships with peers. Teachers concur that this is an area of social skills development that is needed.

Celine. Celine needs to have special interpreter support this year in meeting her graduation core requirements. She will need to continue her speech and language therapy and auditory training. She needs the consumer education course offered through the resource program staff. Employment preparation will need to continue with another year of occupational exploration in the computerized occupational guidance system. Celine has developed an eczema problem that her physician indicates requires some periodic monitoring at school and home. In the are of social/interpersonal development, Celine needs more opportunities for interaction with a wider range of peer groups.

Kim. Kim needs to have a carefully planned transition from the junior high school to the high school. He and his family indicate that he is afraid of new situations and new environments, and he needs close monitoring as he makes initial adjustments. Kim needs instruction in functional skills of daily living, communication, community participation, and social behavior. He needs the support and modeling of a student his age in inclusive settings and situations. Kim's interest in music can be addressed through the curriculum and extra-curricular opportunities at school and through community activities. He needs a functional vocational evaluation to determine basic interests and aptitudes as well as employability skills. Kim needs to be placed in a supported employment situation to work toward competitive employment in 1995. His weight problem needs to be addressed through monitoring at school and providing appropriate physical education activities. Kim needs to make contact with the Division of Services for People with Disabilities this school year to determine eligibility for services.

Callie. Callie has plans to attend Utah State University in 1995. She needs to contact the USU Student Support Center. Callie needs continued support in core graduation requirements courses using instruction through the collaborative teaching teams. She also needs to take a course in home living and management as an elective as well as continue with her regularly scheduled counseling services. Callie and her family would like her to participate in the community summer employment program. Callie needs information about vocational rehabilitation to determine whether or not to apply for services.

## Examples of Statements of *Not* Needed Transition Services (USBE/SER IV.E. p. 71)

**Instruction**. The IEP Team, including the parent(s)/family and student met on February 17, 1995, and agreed that specific skills training (including functional academics, modified/adapted curricula, and compensatory skill adjustments) is not needed in the area of INSTRUCTION. The student receives above average grades in regular education classes, has an overall GPA of 3.2, and demonstrates appropriate classroom behavior. This was determined by teacher, student, parent(s), classroom performance evaluation, and observation.

Community Experiences. The IEP Team, including the parent(s)/family and student met on February 17, 1995, and agreed that specific skills training is not needed in the area of COMMUNITY EXPERIENCES. The student participates in two team sports at the high school, and is a member of the computer and yearbook committees. She has a wide circle of friends and independently accesses recreation and other generic activities in the community. She will be receiving her driver's license in the next several months. This was determined by teacher, student, and parent evaluation and observation.

Employment. The IEP Team, including the parent(s)/family and student met on February 17, 1995, and agreed that specific skills training is not needed in the area of EMPLOYMENT DEVELOPMENT. The student works independently part-time after school at a job of her choice, receives positive work performance evaluations from her employer, fills out appropriate job-related paperwork, demonstrates appropriate social skills on the job, and arranges her own transportation to and from the job site. This was determined by teacher, student, parent, job coach observations, and employer evaluations.

Other Post-School Adult Living Objectives. The IEP Team, including the parent(s)/family and student met on February 17, 1995, and agreed that specific skills training is not needed in the area of POST-SCHOOL ADULT LIVING OBJECTIVES. The student has expressed plans to attend community college after high school to study horticulture. Her long-term employment goal is to own and operate a floral shop. She exhibits strong grades, social skills, self-advocacy skills, and money management skills which enhance the prospects of success. This was determined by evaluation of the student's academic performance.

## Sample Goals and Objectives (USBE/SER IV.G. p. 74-75)

The following samples relate to major transition service areas. They are meant to guide your thinking and assist you in incorporating transition services in the IEP. You will notice many are activities rather than traditional, discrete steps toward achievement. Evaluation criteria should be individualized for each student. Criteria, especially for home goals or other activities, may include home reports, employer evaluations, etc.

The following goals and objectives are not intended as a checklist or goals bank. Rather, they are examples taken from actual IEPs for your information. Goals and objectives should be developed from futures planning activities and skill assessments.

## Employment Development

GOAL: With preferred job cluster areas of interest selected, the student will explore a variety of career options.

Student will:
- Job shadow three businesses.
- Participate in two volunteer work experiences.
- Interview a worker.
- Tour a supported employment program.
- Complete work samples.
- Participate in Summer Youth employment.
- Enroll in Career class and participate in related work experience.
- Attend Career Days.

GOAL: Given work release for credit, student will obtain employment.

Student will:
- Contact job developer.
- Write/update resume.
- Practice interview skills.
- Contact and apply to three businesses.
- Keep records of job search.
- Apply for Job Service assistance.
- Check with Job Service personnel one time per week for possible job lead.

## Living Options

GOAL: In Home Economics Teen Living class, student will improve his/her independent living skills.

Student will:
- Review a lease.
- Determine personal needs in a living situation.
- Visit two apartments for rent.
- Look through ads and choose three possible living options.
- Explore residential living possibilities on campus of choice.
- Cook dinner one time per week.
- Shadow maintenance person to learn basic home maintenance skills.
- Develop a personal budget.
- Open and access a checking or savings account.
- Determine criteria for supported housing.
- List his/her strengths or weaknesses and achievements.
- List hobbies and interests and how they may relate to a realistic occupation.
- Enroll in independent living center skills program.
- Visit local group home.

## Post-Secondary Education/Training

GOAL: With consultation from the guidance counselor at school, the student will participate in applied technology courses that support his/her postsecondary education plans.

Student will:
- Shadow in ATE (Applied Technology Education) or ATC (Applied Technology Center) program for two days.
- Participate in high school welding program.
- Attend electronic class at ATC on dual credit program.
- Tour three or four State ATCs.
- Identify two ATC programs, arrange tours and interviews with instructors.
- Identify ATC programs which meet her/his needs.
- Take ASVAB (American School Vocational Assessment Battery).

GOAL: Identify preferred community college.

Student will:
- Complete and submit financial aid packet.
- Contact Career Center to determine support options and how they meet his/her needs.
- Work with counselor or instructor to determine credits toward graduation and entrance to college.
- Contact and visit college of choice.
- Review three postsecondary catalogs.
- Take SAT or ACT.

## Assessment

GOAL: With guidance counselor at school, student will complete assessments to determine his/her employment and vocational strengths, weaknesses.

Student will:
- Complete vocational assessment given by Job Service or other service provider.
- Complete an interest inventory.
- Self-assess employment/vocational abilities and interest after completing work samples.
- Shadow in an Applied Technology Center or business and assess necessary skills.
- Collect assessment data.

Parent will:
- Complete parent futures planning questionnaire and skill assessments.
- List and prioritize student's strengths and interests.

## Financial

GOAL: Identify financial assistance needs to attend ATC.

Student will:
- Apply for Pell Grant.
- Call identified financial resources to determine eligibility requirements.
- Apply for SSI (Social Security Income) if appropriate.
- Make application to Vocational Rehabilitation and complete intake process.

## Legal

GOAL: Identify several (simulated) legal problems in Transition Class.

Student will:
- Determine legal needs.
- Determine legal resources available in the community.
- Research legal resources.
- Simulate application for appropriate legal assistance.
- Apply for appropriate legal assistance, if a real problem exists.

Parent will:
- Contact attorney to determine possibility of setting up a trust.
- Contact attorney to determine appropriate estate planning options.
- Contact attorney for consideration of guardianship if student is likely to benefit from such action.

## Recreation/Leisure

GOAL: Become aware of community recreation/leisure programs or activities.

Student will:
- Identify local recreation options.
- Visit/contact three recreation options.
- Evaluate recreation/leisure options of interest.
- Participate in _____.
- Explore school activities/sports.
- Attend school dance.

## Transportation

GOAL: Increase his/her options to travel independently in the community.

Student will:
- Complete Driver Education training and obtain driver license.
- Find co-worker with whom to ride.
- Compare cost/purchase liability insurance.
- Call UTA to determine services and costs.
- Explore transportation options on UTA (cost, hours, restrictions, routes).
- Practice riding UTA.
- Purchase a car.

## Social/Relationships

GOAL: Improve social and interpersonal skills with peers, co-workers, and family members.

Student will:
- Participate in mentor program.
- Demonstrate appropriate co-worker skills.
- Demonstrate appropriate dating skills.
- Demonstrate improved family relationship skills.
- Determine counseling/support needs.
- Determine appropriate community resources to meet counseling/support needs.
- Contact and interview potential professionals or groups to determine suitability to individual need.

## Medical

GOAL: Become aware of and obtain medical supports and assistance.

Student will:
- Identify helping professionals in medical field.
- Contact/locate medical assistance agencies in area of need.
- Apply for Medicaid or other appropriate medical resources in the community.
- Determine medical needs.
- Determine appropriate questions to ask medical professional.
- Call medical professionals to compare services and cost.
- Visit/research community health services.
- Design a file with all pertinent medical information.

## Functional Academics

GOAL: Identify functional activities that require application of academic concepts in Transition Class.

Student will:
- Demonstrate functional math and employment related math skills.
- Demonstrate accurate use of calculator in class and in community settings.
- Determine personal learning and working style.

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# APPENDIX C
# IDEA Regulations

# Individuals with Disabilities Education Act P.L. 101-476: Regulations Relating to Transition

**Section 300.18 Definition of transition services**

(a) "Transition Services" means "a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including:
- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation.

(b) The coordinated set of activities described in this paragraph must be (1) based upon the individual student's needs, taking into account the student's preferences and interests, and (2) must include:
(i) instruction
(ii) community experiences
(iii) development of employment and other post-school adult living objectives, and
(iv) if appropriate, acquisition of daily living skills and functional vocational evaluation.

**Section 300.344 Participants in the meetings**

(c) Transition services participants.
(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite--
(i) the student; and (ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services.
(2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and
(3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

**Section 300.345 Parent participation**

(2) If a purpose of the meeting is the consideration of transition services for a student, the notice must also
(i) Indicate this purpose; (ii) Indicate that the agency will invite the student; and (iii)Identify any other agency that will be invited to send a representative.

**Section 300.346 Content of individualized education program.**

Adds (b) Transition services.

(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in Section. 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in Sec. 300.18 (b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

**Section 300.347 Agency responsibilities for transition services**

(a) If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.

(b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

## FEEDBACK FORM

We welcome your feedback. Please take a moment to complete and mail this card.

**Name (optional):** **Phone (optional):**

**Position** (Check all that apply.)

_____ State _____ Local _____ Regional _____ Federal

_____ Administrator _____ Teacher _____ Counselor _____ Other

**How did you use the monograph?** (Check all that apply.)

____ Resource ____ Monitoring ____ Professional development

**How useful was it?** (Check one.)

____ Extremely ____ Moderately ____ Not very

Comments:


## FEEDBACK FORM

We welcome your feedback. Please take a moment to complete and mail this card.

**Name (optional):** **Phone (optional):**

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____ Extremely ____ Moderately ____ Not very

Comments:


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